

# **SOCIOVOCATIONAL INTEGRATION SERVICES**

**ADVICE AND STRATEGIES  
FOR ORGANIZING AND OFFERING**

JANUARY 2002

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**Direction de la formation générale des adultes**

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SVIS Advisory Committee for 1997-98: Clément Bernier, Commission scolaire de Matane  
Gérald Bleser, Commission scolaire du district de Bedford  
Lise Chevrier-Doucet, Commission des écoles catholiques de Montréal  
Ginette Laberge, Commission scolaire des Draveurs  
Serge Vallières, Commission scolaire catholique de Sherbrooke

Resource person for content: Lucie Lamarche, Commission scolaire catholique de Sherbrooke

Design and preparation: Marie-Paule Dumas, technical support, Direction de la formation générale des adultes

Typing and layout: Brenda Allen Poitras, Dumas et Therrien, associés inc.

Publication and electronic distribution support: Carole Lauzon-Bougie, Commission scolaire de la Seigneurie-des-Mille-îles  
François Matte, Commission scolaire des Bois-Francis

Translation: Services à la communauté anglophone, Direction de la production en langue anglaise

Production: Diane Grimard, officer in charge, SVIS, Direction de la formation générale des adultes (until 1999)  
Francine Riopel, officer in charge, SVIS, Direction de la formation générale des adultes (since 2000)

Coordination: Lino Mastriani, coordinator, Direction de la formation générale des adultes

Management: Alain Mercier, director, Direction de la formation générale des adultes

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N. B.:

This version of the Sociovocational Integration Services Advice and Strategies for Organizing and Offering takes into account sections 3, 10 and 32 of the *Basic Adult Education Regulation*, Order in Council 652-2000. It also contains a number of major modification concerning course codes.

## INTRODUCTION

This document is intended for directors and managers as well as professional staff and teachers interested in organizing and offering SVIS by drawing on the pedagogical, administrative and organizational expertise of school boards.

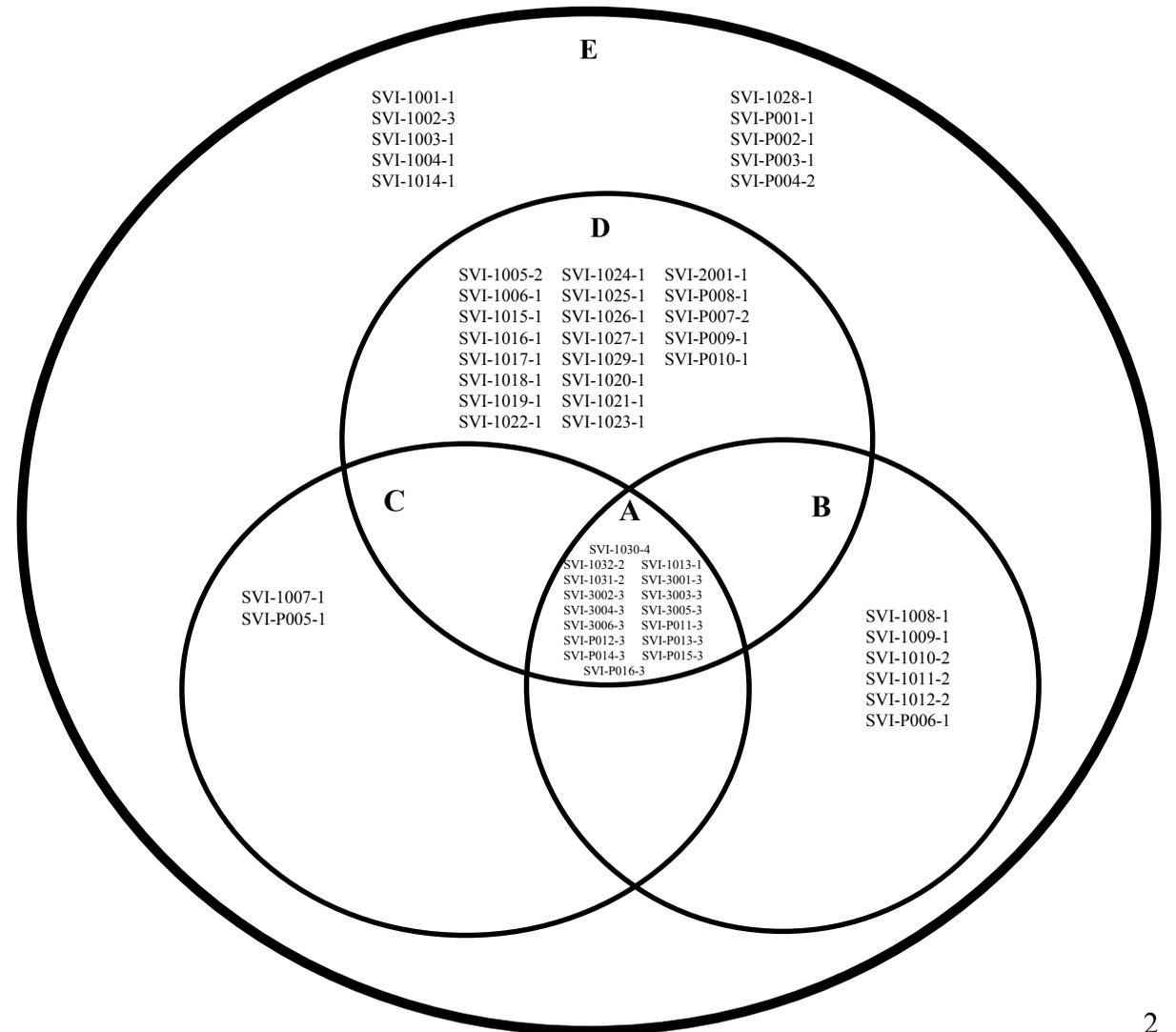
The document provides advice and strategies for organizing and offering certain SVIS options while taking into account the positions of employability of students enrolled in SVIS. This advice is provided in the form of conditions for success in attaining the general and specific objectives of the SVIS curriculum, accompanied by a description of certain places and warning signs and strategies to prevent dropout.

The first part of the document illustrates the different courses offered in SVIS and how they relate to the *four-leaf clover* positions of employability. In this way, connections can be made between course content and positions of employability. The second part offers advice in two forms: first, general advice regarding the organizational framework; and, second, detailed advice addressing the five positions of employability and certain conditions for success as well as warning signs and ways to prevent dropout.

Please note that the advice presented in this document is offered in the form of suggestions. The activities presented are therefore not mandatory.

**1 POSITIONS OF EMPLOYABILITY IN RELATION TO SVIS COURSES\***

The diagram below illustrates all of the SVIS courses and the various *four-leaf clover* positions of employability. It is important to note that the essence of the *four-leaf clover* approach is the interaction of all the dimensions. Furthermore, content is a recurring prerequisite for optimizing the general objectives and the terminal objective pertaining to each option of the two SVIS training phases.



\*See the appendix for the complete list of SVIS courses (course code and title).

**2 ADVICE AND STRATEGIES FOR ORGANIZING AND OFFERING SVIS, USING CERTAIN SVIS OPTIONS AND POSITIONS OF EMPLOYABILITY**

**2.1 General Framework**

When planning and offering SVIS, a number of elements, such as selection, student categories, pedagogical organization, administrative management, the workplace and the partners, are central to preparing an offer of services. It is necessary to take into account some of the elements cited below as conditions for success as well as warning signs and strategies to prevent dropout.

	<b>CONDITIONS FOR SUCCESS</b>	<b>WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT</b>
<b>SELECTION</b>	<ul style="list-style-type: none"> <li>• Ensure an appropriate selection procedure so that you know the characteristics of the students enrolled by emphasizing the distinctive parameters (during selection) that will help to identify student needs, and, consequently, the choice of courses to be offered.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• position of employability;</li> <li>• stage of development on the personal, intellectual, moral, occupational and social level;</li> <li>• educational and occupational background;</li> <li>• specific needs (family status, physical or psychological health, etc.);</li> <li>• periods of unemployment;</li> <li>• compatibility of the integration plan with the student's immediate environment;</li> <li>• intrinsic and extrinsic motivation.</li> </ul> <ul style="list-style-type: none"> <li>• Anticipate that certain students will require support for their initiative (from selection right through to the end of the process), with respect to their family, personal, and social context, if they are to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Not fulfilling this condition could result in students dropping out in the early weeks (or at some point during training).</li> </ul>

<b>CATEGORY OF STUDENTS</b>	<b>CONDITIONS FOR SUCCESS</b>	<b>WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT</b>
	<ul style="list-style-type: none"> <li>• Remember that selected andragogical methods that take into account the students' knowledge and experience can facilitate their sociovocational integration.</li> <li>• Foster successful outcomes by suggesting activities that are within the students' capabilities (in the short term).</li> <li>• Favour activities related to personal experience over theoretical activities.</li> <li>• Take advantage of the group dynamic according to suggested andragogical methods (small group and double axis approach).</li> <li>• Use peer support and role playing requiring various forms of collaboration among students.</li> </ul>	<ul style="list-style-type: none"> <li>• Andragogical methods that do not take the students' knowledge and experience into account may hinder participation.</li> <li>• Ensure that resource persons working with adult students are comfortable with these methods. (Students quickly appreciate the personal level of involvement required by these methods, namely, disclosure and feedback. If students do not feel included in the group, that is, if they do not relate to the purpose of the activity, if they feel excluded by the group, or if they do not trust the personnel or members of the group, they may begin to show signs of wanting to drop out of the process.)</li> </ul>

	CONDITIONS FOR SUCCESS	WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT
<b>PEDAGOGICAL ORGANIZATION</b>	<p><b>Selection of personnel:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the categories of personnel selected possess, among other things, the knowledge and skills related to the development of employability.<sup>1</sup></li> </ul> <p><b>Offer of services:</b></p> <ul style="list-style-type: none"> <li>• Prepare an offer of services stating the objectives that take into account the specific needs and special parameters of the target population as well as the <i>four-leaf clover</i> approach and the partners' expectations.</li> <li>• Design a brochure summarizing the type of practicums suggested by the school board: this could serve as an invaluable tool for individuals looking for a practicum.</li> </ul> <p><b>Selection of students:</b></p> <ul style="list-style-type: none"> <li>• Reserve time before training begins to conduct individual interviews to select students.</li> <li>• Prepare a selection grid to facilitate the tasks. It should be based on selection criteria presented in the offer of services and the admission requirements.<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Bear in mind that the selection process is an effective way to identify students who meet the admission requirements, to facilitate the pedagogical strategies of both teachers and professional staff and to maintain the pedagogical and administrative organization of SVIS.</li> <li>• This is also an important opportunity to create a relationship of trust with individuals and, in this way, increase or establish the students' involvement in their own integration process, especially in the case of students who are not joining SVIS entirely of their own volition.</li> </ul>

1. See Option 2.5 (human resources) of Chapter 2 of the SVIS Organization Guide.

2. See Option 2.2 of Chapter 2 of the SVIS Organization Guide.

	CONDITIONS FOR SUCCESS	WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT
<b>PEDAGOGICAL ORGANIZATION</b>	<p><b>Course preparation:</b></p> <ul style="list-style-type: none"> <li>• When preparing courses, take into account the curriculum and the process suggested by andragogical methods (as much as possible).</li> <li>• When selected staff use the <i>four-leaf clover</i> approach, they should respect the order of the content as suggested in the approach.</li> <li>• Vary the pedagogical activities (daytime/nighttime, formal/practical, individual/collective convergence or divergence, writing/discussion).</li> <li>• Develop (particularly for substitute and part-time staff) a macroscopic view of the SVIS curriculum so as to avoid compartmentalizing the learning and minimizing the employability development process.</li> <li>• Anticipate a method of communication between categories of staff working in the same group so as to ensure consistency and cohesion in the presence of students.</li> </ul> <p><b>Pedagogical intervention:</b></p> <ul style="list-style-type: none"> <li>• Given the teacher-student ratio required by the Ministère de l'Éducation du Québec (MEQ), try to work in small groups as often as possible in order to foster a group dynamic, ensure feedback on activities in larger groups and focus on the lessons learned rather than on descriptions of content.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are afraid to take action; the sense of individual responsibility can be very great if the process of decreasing dependency was not done gradually so as to foster autonomy. Certain students take none of the necessary steps to assume control over their situation. It is recommended that specially planned activities take place outside the adult education centre at least once a week (use the practicums presented in the options).</li> </ul>



	<b>CONDITIONS FOR SUCCESS</b>	<b>WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT</b>
<b>PARTNERS</b>	<ul style="list-style-type: none"> <li>• Keep in mind that joint initiatives with partners, such as local employment centres, employment outreach services, youth employment centres (and Human Resources Development Canada—HRDC) play a critical role in recruitment.</li> <li>• Inform host and support organizations of the follow-up conducted with students. This aspect is not funded by the MEQ and financial support is sometimes required to ensure this service.</li> <li>• Remember that presentations by school boards to major organizations in the community (chamber of commerce, regional employment consultative bodies, employer organizations) are a good means of communication and a way to discover potential recruitment sites for students or to guide students toward certain employment possibilities.</li> <li>• Focus on internal partnership (in the adult education centre) which is essential for: <ul style="list-style-type: none"> <li>• raising awareness among teachers about SVIS;</li> <li>• countering prejudices (for example, the view that SVIS is a "dump yard for under-achievers" leads personnel to not recommend SVIS to students);</li> <li>• informing the directors of each adult education centre of the orientations and principles guiding SVIS by making the distinction between SVIS methods and individualized learning.</li> </ul> </li> <li>• Note that students are also partners and can be a good source of information and awareness-raising for other students, if their experience was positive. An article printed in the student newspaper can help recruit new students and improve students' positive vocational accomplishments. A board posting job placement results can also bring recognition to SVIS achievements. Note, however, that students who have had a negative experience may disseminate a detrimental message. It is therefore necessary to intervene in the case of negative experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent communication with recruiting officers from these organizations fosters more effective collaboration.</li> <li>• Good feedback is also an effective means of sustaining partners' trust and ensuring student follow-up. Students must be informed and asked to give their consent before any information about them is sent to the individuals concerned, and rules of confidentiality and professional ethics must be respected.</li> <li>• Case studies in multidisciplinary teams (principal, teachers, guidance counsellors and staff involved in SVIS) are an effective way to secure this partnership.</li> </ul>

## 2.2 Specific Positions

The previous section discussed some aspects of the general framework for organizing and offering SVIS. The following section offers advice and strategies for each position of employability and for certain SVIS options.

	<b>CONDITIONS FOR SUCCESS</b>	<b>WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT</b>
<b>STUDENTS OCCUPYING POSITION “E”</b>	<ul style="list-style-type: none"> <li>• Ensure that the students conduct an effective exploration of their social, political and economic environment.</li> <li>• Plan for effective vocational updating for individuals who have been unemployed for long periods and effective preparation for those who are taking their first steps toward integration (especially if their family background is characterized by a history of unemployment). The activities chosen should enable the adult students to express their feelings of disappointment, frustration, anger, isolation and shame resulting from their exclusion (Section 1.1.1)</li> <li>• Encourage all students to participate actively when searching for information about the job market by according special attention to this activity in the form of a class discussion on information gathering.</li> <li>• Encourage students to take charge, and provide them with the necessary support (some students will need more help than others). It is important that students communicate with workers in order to:               <ul style="list-style-type: none"> <li>• be exposed to positive experiences;</li> <li>• restore their self-confidence;</li> <li>• create a network of contacts;</li> <li>• have their questions answered.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If activities organized with workers are planned too hastily, some students may be unable to avoid some activities for which they are ill-prepared and will consequently experience failure.</li> </ul>

	CONDITIONS FOR SUCCESS	WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT
<p><b>STUDENTS OCCUPYING POSITION “E”</b></p>	<ul style="list-style-type: none"> <li>• Try to involve former students, who are currently employed, in the training of new students (first-hand accounts, buddy system, etc.). The course "Keeping a job" can be helpful here.</li> <li>• Encourage the students to enjoy this break (the process related to SVIS) in their vocational path, and to take the time to: <ul style="list-style-type: none"> <li>• redefine the meaning of work in their life;</li> <li>• voice their hesitations; take stock of vocational experiences.</li> </ul> </li> <li>• Ensure support from those around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that too much information can be discouraging for someone looking for a job. Encourage students to express their feelings and negative experiences from the outset, so that they are more receptive to objective information and will have a clearer perception of the job market.</li> <li>• The information presented should serve to encourage individuals looking for a job (Position E or e) to develop an employment plan in the context of their social, political and economic environment. By seeing that there is a place for them on the job market, students will be motivated to define their occupational plan and thus move from Position E to Position D (Phase 1.1).</li> <li>• Participation in this training requires a change in how students plan their time, and their responsibilities within the family. Some students will require tools to help them adapt to this change, without which they may drop out.</li> </ul>

STUDENTS OCCUPYING POSITION "D"	CONDITIONS FOR SUCCESS	WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT
	<ul style="list-style-type: none"> <li>• If applicable, integrate this phase (1.1) into the <i>four-leaf clover</i> approach in order to avoid over-compartmentalizing the process and the lessons.</li> <li>• Emphasize the occupational self-evaluation phase in terms of the "self" dimension.</li> <li>• Highlight the students' strengths and weaknesses in terms of their vocational skills.</li> <li>• Remember that the work will be fruitful and result in the students' commitment and a concrete vocational path if and only if the student receives the required stimulation. Decision making in relation to studies or work should promote the students' growth. If the job target is not specified, then personal characteristics should be explored, such as fields of interest, aptitudes, values and job requirements. If, however, the job target is specified, the adult students must be able to identify the personal attributes they wish to apply on a job. Self-knowledge in terms of their vocational profile may help the students to present their characteristics to employers.</li> <li>• Become aware of an orientation approach such as advancing vocational and personal development,<sup>3</sup> as implemented at the Commission scolaire de la Région-de-Sherbrooke, with Phase 1.1, to respond to their need decide on a clear vocational plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of the effects of certain activities since, in a process such as this, some issues may strike a sensitive personal or professional chord. In order not to exacerbate these sensitivities, it is important to know how to help these individuals control their emotions.</li> <li>• Students who have experienced repeated failure in school or the workplace will have particular difficulty specifying their aptitudes. Showing empathy will help them discover their strengths.</li> <li>• Addressing this dimension requires a great deal of trust within the group to enable a heightened level of self-disclosure. As stated by Nuttin,<sup>4</sup> to succeed in this area, a plan for the future can only be defined after examining one's past.</li> <li>• The pedagogical activities chosen should contribute to reinforcing the climate of trust established within the group in order to optimize their exploration of the "self" dimension.</li> </ul>

3. D. Pelletier and R. Bujold, *Pour une approche éducative en orientation* (Montréal: Gaëtan Morin éditeur, 1984).

4. J. Nuttin, *Théorie de la motivation humaine* (Paris: Presses universitaires de France, 1980).

STUDENTS OCCUPYING POSITION "C"	CONDITIONS FOR SUCCESS	WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT
	<ul style="list-style-type: none"> <li>• Use creative means to discover new places to explore employment possibilities (exchanging ideas, brainstorming, etc.).</li> <li>• Once a plan has been chosen, students who wish to bring it to fruition in the social, political and economic environment must ask themselves where they should integrate and then search for a job.</li> <li>• The exploration of "place" is the least known and yet, according to Limoges and Lahaie,<sup>5</sup> significantly contributes to successful sociovocational integration.</li> </ul>	<ul style="list-style-type: none"> <li>• If the vocational plan involves too much or not enough compromise, the student may revert to Position E. It is important to examine, evaluate and readjust the plan, as needed.</li> </ul>

NOTE: The Optra guide (see footnote), curriculum guidelines for vocational integration, presents the theoretical framework for the *four-leaf clover* and suggests activities for places to look for work, which can be very helpful in addressing this dimension.

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5. J. Limoges and R. Lahaie, *Optra: programme-cadre d'insertion professionnelle, 1. Les fondements* (Sainte-Foy: Éditions Septembre, 1998).

	<b>CONDITIONS FOR SUCCESS</b>	<b>WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT</b>
<b>STUDENTS OCCUPYING POSITION "B"</b>	<ul style="list-style-type: none"> <li>• Encourage students to communicate aspects of their personality by having them state their specific competencies.</li> <li>• It is important that students ask themselves the questions "How should I enter the job market?" and "How should I look for work?" Their integration method must reflect their personal characteristics, their criteria for choosing places of work and the prospects offered by the job market at the time when students offer their services.</li> <li>• Remember that there will be as many job integration methods as there are students enrolled.</li> <li>• At this point, the individual action plan is almost complete.</li> <li>• Of course, the practicum is one method of integration. It is therefore important to know the students' views on this method.</li> </ul>	<ul style="list-style-type: none"> <li>• It is therefore advisable to suggest several job search techniques. Making contacts by telephone cannot be the sole technique for the entire group as some students are less comfortable using the phone. This holds true for all methods.</li> <li>• It is important to focus on the present, which means that the methods chosen must be applicable here and now.</li> </ul>

	<b>CONDITIONS FOR SUCCESS</b>	<b>WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT</b>
<b>STUDENTS OCCUPYING POSITION “A”</b>	<ul style="list-style-type: none"> <li>• Practicum supervision should be presented as a form of support and not as a form of control or evaluation.</li> <li>• Coach students throughout their first work experience (period of compromise, decision making and assimilation of the material learned) in order to facilitate integration.</li> <li>• Regularly evaluate their action plan (objectives, ongoing efforts, etc.) on a voluntary basis.</li> <li>• Be prepared to provide moral support, based on the needs of the students.</li> <li>• In terms of keeping a job, remain in contact and reassure the students that resource persons are available (as needed and on a voluntary basis).</li> <li>• When looking for a practicum, the teaching staff must ensure the full collaboration of the practicum student, the adult education centre and the employer, if the practicum students are to attain their objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• The method must take into account knowledge of the supervisor's role, the stages of supervision and the student enrolled in the practicum.</li> <li>• Some students may relive the stages of unemployment.<sup>6</sup> It is possible to coach them not by encouraging them to continue their search, but rather by having them stop and take stock, since additional failures may bring them back to Position E.</li> <li>• In the case of some students, be prepared to work more closely with all parties involved.</li> <li>• The students must clearly define the objectives of their vocational development. If the students define their own objectives, they will more actively seek out ways to achieve them.</li> <li>• More than one practicum position can be envisaged, based on the objectives of each practicum student.</li> <li>• Some students will accept a practicum that will not enable them to attain their objectives. Such students must then reassess their situation in order to respect their initial plan.</li> </ul>

6. Lynne Bezancon, Carol A. Decoff and Normand R. Stewart, *Counselling d'emploi individuel, une approche orientée vers l'action* (Montréal: Institut de recherches psychologiques, 1985).

	CONDITIONS FOR SUCCESS	WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT
<p><b>STUDENT OCCUPYING POSITION “A”</b></p>	<ul style="list-style-type: none"> <li>• Plan frequent supervision at the workplace to ensure a successful practicum.</li> <li>• Note that the duration of practicums may vary depending on the objectives of the practicum students.</li> <li>• Allow students to commence and complete their practicums at different times in the case of Section 2.1.1 (job placement support).</li> <li>• Ensure that each work session includes content related to the challenge of keeping a job, as well as objectives regarding looking back, planning for the future and actions to be taken.</li> <li>• Ensure that a list of pedagogical activities is available to teachers since student needs will be determined at the beginning of each session based on their weekly experiences.<sup>7</sup></li> <li>• It is a good idea to plan an official evaluation with the supervisor, the practicum student and the employer at mid-practicum. This will provide an opportunity to identify areas that can be improved before the end of the practicum.</li> <li>• Present the benefits of practicums to employers, particularly the possibility of a tax credit for training (<i>Act to foster the development of manpower training</i>—R.S.Q., chapter D-7.1).</li> </ul>	<ul style="list-style-type: none"> <li>• Termination of the practicum may be necessary if the employer does not collaborate as stipulated in the contract. This will prevent practicum students from becoming disillusioned and deciding to drop the process, thus returning to Position E.</li> <li>• Plan a period of coaching with the employer to ensure that this person provides regular and constructive feedback to practicum students.</li> <li>• During the first week of the practicum, when the students are becoming aware of the issues related to their job, such as tasks, schedules, co-workers, authority and family, it may be necessary to provide them with more substantial support.</li> <li>• In the final weeks of the practicum, two situations may arise: <ol style="list-style-type: none"> <li>1. If the practicum does not lead to a job, students may feel disappointed, disillusioned, angry and possibly discouraged. It is therefore necessary to encourage students, by means of empathy, to sign up for job placement. It may also be a good idea to verify, before the practicum is over, the employer's intentions with regard to hiring.</li> <li>2. Even if the students' vocational plans are fully successful and they obtain the job they wanted, some students may still drop out. It is therefore necessary to plan for student support (individuals who have long been marginalized sometimes find it difficult to adapt to their new situation).</li> </ol> </li> </ul>

7. Lynn Thériault, Master's essay (topic: job placement support in SVIS), (Sherbrooke: Centre des ressources pédagogiques, Faculté d'éducation, Université de Sherbrooke, 1997).

	CONDITIONS FOR SUCCESS	WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT
<p><b>STUDENTS OCCUPYING POSITION “A”</b></p>	<ul style="list-style-type: none"> <li>• Be prepared to supply students with additional information regarding the social, political and economic environment. The information used must address the moment of integration and reflect the students’ current realities. In this phase, information regarding content can be useful for integration and keeping a</li> <li>• job. At the end of the training, students may require information that will enable them to react appropriately in their workplace on, for example, labour standards, workers' rights and responsibilities and the role of the business in question (Section 1.1.5).</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• job assistance program;</li> <li>• repercussions of a paid job on welfare benefits;</li> <li>• harassment on the job;</li> <li>• occupational health and safety, etc.</li> </ul> <ul style="list-style-type: none"> <li>• Other tasks can be added to those already planned for the different categories of personnel: <ul style="list-style-type: none"> <li>• selection of students for the subsequent group;</li> <li>• preparation of the evaluation report for the partners;</li> <li>• thank you letters to employers;</li> <li>• review of offers of service and pedagogical material;</li> <li>• representation to employers, partners and local employment-related organizations;</li> <li>• preparation of offers of service;</li> <li>• additional promotion.</li> </ul> </li> <li>• The practicum supervisor's principal responsibilities involve supervising the practicum student and the practicum searches for other students. This is, ideally, a full-time position.</li> </ul>	<p>In addition, the students' circle of friends and family may be disrupted by their new status which could lead students to quit their new job.</p> <p>Lack of support, criticism and a victim attitude are also behaviour that may be observed among the students’ friends and family and could lead the students to quit their new job.</p>

<b>STUDENTS OCCUPYING POSITION "A"</b>	<b>CONDITIONS FOR SUCCESS</b>	<b>WARNING SIGNS AND STRATEGIES TO PREVENT DROPOUT</b>
	<ul style="list-style-type: none"> <li>• Job placement support can take place in groups, three or six hours a week.</li> <li>• Support for keeping a job is more difficult in a group since not all students have the same work schedule. One-on-one intervention may be more appropriate, when possible.</li> <li>• Cooperation with an employer can be motivated by a "desire to be hired." In addition to leading to skill acquisition and development, the practicum can contribute to achieving sociovocational integration.</li> <li>• The subjective dimension of the workplace is addressed from the beginning of the process. Consequently, a significant amount of time is devoted to the types of interactions the students have had with their social, political and economic environment, and how that has influenced their perceptions when looking for a job (Section 1.1.1).</li> <li>• Be sure to identify the objective of the workplace when transmitting the information in order to motivate the student to act from the beginning to the end of the process (Section 1.1.1).</li> </ul>	<ul style="list-style-type: none"> <li>• Adult students should be taught to use their network properly not only for identifying potential jobs but also for getting support when looking for a practicum or integrating into a given workplace.</li> <li>• At this stage, the students may hesitate before taking action. Being empathetic and attentive will help the students talk about why they are hesitating, which will then help to determine which dimension needs to be addressed.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• inappropriate methods, given the student's personal characteristics;</li> <li>• lack of compromise in the student's plan;</li> <li>• inappropriate personal plan.</li> </ul>

## APPENDIX

**SVIS COURSE CODES AND COURSE TITLES**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>
<b>SVI-P001-1</b>	<b>THE CULTURE OF WORK</b>
<b>SVI-P002-1</b>	<b>TRADES AND OCCUPATIONS</b>
<b>SVI-P003-1</b>	<b>REALITIES IN THE WORLD OF WORK</b>
<b>SVI-P004-2</b>	<b>FUNCTIONS OF WORK</b>
<b>SVI-P005-1</b>	<b>WHERE TO LOOK FOR WORK</b>
<b>SVI-P006-1</b>	<b>HOW TO ENTER THE JOB MARKET</b>
<b>SVI-P007-2</b>	<b>SELF-KNOWLEDGE AND ASSERTIVENESS</b>
<b>SVI-P008-1</b>	<b>COGNITIVES SKILLS</b>
<b>SVI-P009-1</b>	<b>SENSE OF ACCOMPLISHMENT</b>
<b>SVI-P010-1</b>	<b>REPETITIVE TASKS</b>
<b>SVI-P011-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION I (UNSKILLED)</b>
<b>SVI-P012-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION II (UNSKILLED)</b>
<b>SVI-P013-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION III (UNSKILLED)</b>
<b>SVI-P014-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION IV (UNSKILLED)</b>
<b>SVI-P015-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION V (UNSKILLED)</b>
<b>SVI-P016-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION VI (UNSKILLED)</b>
<b>SVI-1001-1</b>	<b>COLLECTING EDUCATIONAL AND VOCATIONAL INFORMATION</b>
<b>SVI-1002-3</b>	<b>PRACTICUM: EXPLORING THE ENVIRONMENT</b>

<b>COURSE CODE</b>	<b>COURSE TITLE</b>
<b>SVI-1003-1</b>	<b>INTRODUCTION TO THE WORLD OF WORK</b>
<b>SVI-1004-1</b>	<b>INFORMATION RESEARCH TECHNIQUES</b>
<b>SVI-1005-2</b>	<b>CAREER CHOICE EDUCATION</b>
<b>SVI-1006-1</b>	<b>PRACTICUM: VALIDATING CAREER CHOICE</b>
<b>SVI-1007-1</b>	<b>PRACTICUM: WHERE TO LOOK FOR WORK</b>
<b>SVI-1008-1</b>	<b>HOW TO LOOK FOR WORK</b>
<b>SVI-1009-1</b>	<b>HOW TO MARKET YOUR SKILLS</b>
<b>SVI-1010-2</b>	<b>PRACTICUM: HOW TO ADAPT TO THE JOB MARKET</b>
<b>SVI-1011-2</b>	<b>NON-TRADITIONAL ACTIVITIES</b>
<b>SVI-1012-2</b>	<b>PROFESSIONAL RESOURCES AT WORK</b>
<b>SVI-1013-1</b>	<b>RIGHTS AT WORK</b>
<b>SVI-1014-1</b>	<b>PLAN OF ACTION</b>
<b>SVI-1015-1</b>	<b>INDEPENDENCE AND INITIATIVE</b>
<b>SVI-1016-1</b>	<b>ADAPTATING TO CHANGE</b>
<b>SVI-1017-1</b>	<b>PERSISTENCE</b>
<b>SVI-1018-1</b>	<b>SELF-CONFIDENCE</b>
<b>SVI-1019-1</b>	<b>GAINING A SENSE OF RESPONSIBILITY</b>
<b>SVI-1020-1</b>	<b>ORAL COMMUNICATION SKILLS AT WORK</b>
<b>SVI-1021-1</b>	<b>WRITTEN COMMUNICATION SKILLS AT WORK</b>
<b>SVI-1022-1</b>	<b>WORKING IN TEAMS</b>
<b>SVI-1023-1</b>	<b>PROBLEM-SOLVING STRATEGIES</b>
<b>SVI-1024-1</b>	<b>ADAPTING TO WORK</b>
<b>SVI-1025-1</b>	<b>WORK MANAGEMENT SKILLS</b>
<b>SVI-1026-1</b>	<b>PERSONAL MOTIVATION</b>
<b>SVI-1027-1</b>	<b>STRATEGIC ORIENTATION</b>
<b>SVI-1028-1</b>	<b>CULTURE OR ORGANIZATION</b>
<b>SVI-1029-1</b>	<b>PRACTICUM: ACQUIRING SOCIOVOCATIONAL SKILLS</b>

<b>SVI-1030-4</b>	<b>MEETING THE JOB CHALLENGE</b>
<b>SVI-1031-2</b>	<b>PRACTICUM: MEETING THE JOB CHALLENGE</b>
<b>SVI-1032-2</b>	<b>KEEPING A JOB</b>
<b>SVI-2001-1</b>	<b>COGNITIVE PROCESSES</b>
<b>SVI-3001-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION I (SEMI-SKILLED)</b>
<b>SVI-3002-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION II (SEMI-SKILLED)</b>
<b>SVI-3003-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION III (SEMI-SKILLED)</b>
<b>SVI-3004-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION IV (SEMI-SKILLED)</b>
<b>SVI-3005-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION V (SEMI-SKILLED)</b>
<b>SVI-3006-3</b>	<b>PRACTICUM: VOCATIONAL QUALIFICATION VI (SEMI-SKILLED)</b>

